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ABSTRACT

This content analysis schedule for Bilingualism is an Open School Education Program of Wilton, New Hampshire, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include a discussion of the open classroom approach, a discussion of the audio-lingual approach, and a presentation of a dissemination--implementation-of-change model. (SK)

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PROJECT BEST
Bilingual Education Applied Research Unit
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CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

Second Year data verified by Project Director Aug. 1972

✓ Initial Proposal

✓ 2nd Year Continuation

____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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Project B EST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

tabulated by A.T.
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Bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 228

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

VERIFIED BY PROJECT

Research Assistant Linda Lavine Date Aug, 1972

0.2 Name of Project Bilingualism in an Open School Ed. Program

0.3 Address of Project Supervisory Union 7, Main St.

0.4 Wilton, New Hampshire 03086

.05 STATE 0.5 16

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	(16)-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 1969

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 -

2.3 Prior bilingual program involved: 2.3 -
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 -
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

0.2 Title of Project Bilingual/Bicultural Open School Ed. Program

0.3 Address of Project Supervisory Union 7, Main St.

0.4 Wilton, New Hampshire 03086

.05 STATE 0.5 16

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	(16)-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 1969

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2.3 Prior bilingual program involved: 2.3 -
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 -
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 4 + Bilingual Students (I)
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
(4)-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1, 4, 5
(1)-local (4)-federal (specify) ESEA I (Biling. students) III (staff Development
2-state (5)-other (specify) EPDA-C+D
3-university 6-foundation support (staff Development
Educational Personnel Development

E VIII 2-3 C96

2.8 Total Title VII grant (first year only) 2.8 70,000

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 40,000

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: New Hampshire College Univ. of New Hampshire. 3.0 1
0-none University Council (9 schools) If. 2.

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:
1-one 2-two 3-three 4-four 5-five 6-other 0-not specified

4.1 2

4.2 Total number of students in program A. First year B. Second year C. Third year

4.2 A 149
B 115
C 175

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	

PSK ____ TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ____ TOTAL students gr. 7-9

4.3 PSK ____
A ____
B ____
C ____

1-grade 1	1
2-grade 2	2
3-grade 3	2
4-grade 4	
5-grade 5	
6-grade 6	

A 115 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C ____ TOTAL students gr. 10-12

* 18 students from grade 1+2 combined in an open learning center & 2-4

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 1+2 grades

4.4 3 ← but

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue 77	I N-E Dom - NEMT N= 38	II E-Dom - NEMT N= 39
2. Total English Mother-Tongue		II_2 E-Dom - EMT N= 38

I Total Non-English Dominant: 38

II Total English Dominant: 77

5.0		No.	%
NE dom N-EMT	I	38	33
E dom NEMT	II_1	39	34
E-Dom EMT	II_2	38	33
Total E-Dom II= II_1 + II_2		77	67

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK ___ TOTAL NO. students PS and K	
1-grade 1	1
2-grade 2	2
3-grade 3	2
4-grade 4	
5-grade 5	
6-grade 6	
A 115 TOTAL students gr. 1-6	
7-grade 7	
8-grade 8	
9-grade 9	
B ___ TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C ___ TOTAL students gr. 10-12	

4.3 PSK ___
A ___
B ___
C ___

* 18 students from grade 1+2 combined in an open learning center E 2-4

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 1+2 grades

4.4 3 ← but

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue 77	I N-E Dom - NEMT N= 38	II E-Dom - NEMT N= 39
2. Total English Mother-Tongue		II_2 E-Dom - EMT N= 38

5.0

		No.	%
NE dom N-EMT	I	38	33
E dom NEMT	II_1	39	34
E-Dom EMT	II_2	38	33
Total E-Dom II= II_1 + II_2		77	67

I Total Non-English Dominant: 38

II Total English Dominant: 77

* Franco-American background; one parent French Dom. and one parent Eng. dominant.

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	..... %	.....
A2 Cherokee	A2	..... %	.....
A3 Other (specify)	A3	..... %	.....
A TOTAL No. of American Indian A	.....	..... %	.....
Americans of other ethnic backgrounds:			
B1 Mexican-American	B1	..... %	.....
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D 11	61 %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EMT target students	11	61 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 NS	E1	..... %	.....
E2	E2	..... %	.....
II TOTAL number of EMT students other than target population	38	33 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 1, 3

Not Specified C2.9-2.10

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English (maybe)	one French speaking parent	.....	.....
2-Spanish	one English speaking parent	.....	.....
3-French (maybe)			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in progra	Number of Monolingual Students	Number of students Bilingual to any extent

B1 Mexican-American	B1	..... %	.....
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D 11	61 %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EIT target students	11	61 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 NS	E1	..... %	.....
E2	E2	..... %	.....
II TOTAL number of EIT students other than target population	38	33 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

5.4 1,3

Not Specified C2.9-2.10

Dominant language (specify)	Different Native Language	Number	Per Cent
1-English (maybe)	one French speaking parent	.....	.....
2-Spanish	one English speaking parent	.....	.....
3-French (maybe)			

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent				
	Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	77	67	.....	38	49	.....	.....	.....	39	51
A	.....	American Indian	.....	.....	.....	.....	.....	.....	.....	.....
A1	.....	Navajo	.....	.....	.....	.....	.....	.....	.....	.....
A2	.....	Cherokee	.....	.....	.....	.....	.....	.....	.....	.....
A3	.....	Keresan	.....	.....	.....	.....	.....	.....	.....	.....
A4	.....	Other (spec.)	.....	.....	.....	.....	.....	.....	.....	.....
B	.....	Spanish	.....	.....	.....	.....	.....	.....	.....	.....
C	.....	Portuguese	.....	.....	.....	.....	.....	.....	.....	.....
D	38	French 33	.....	N.S.	.....	.....	.....	.....	.....	.....
F	.....	Chinese	.....	.....	.....	.....	.....	.....	.....	.....
G	.....	Eskimo	.....	.....	.....	.....	.....	.....	.....	.....
H	.....	Russian	.....	.....	.....	.....	.....	.....	.....	.....
J	.....	Other (spec.)	.....	.....	.....	.....	.....	.....	.....	.....

5.6 Recruitment of Students: 5.6 0

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of Indian pupils in project area: see Chart C 5.7 60 %
n.s - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 40 % low SES
B. Average family income, if mentioned B. NE
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 NE
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
1 was made	+	+
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1
II 1

	I N-EMT	II EMT
1 parents	1	1
2 children	.....	.....
3 teachers	.....	.....
4 community	_____	_____
5 others (specify)	_____	_____

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ... children, C ... teachers) will be determined by the extent each language is used in different domains

n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.8 4

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 40% low SES
B. NE

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 DD

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 NE

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	1	1
2 will be made		
0 not mentioned		

6.1 I 1
II 1

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents	1	1
2 children		
3 teachers		
4 community		
5 others (specify)		

6.2 I 1
II 1

6.3 Language dominance of N-EMT groups (check A ✓ parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A .....
B .....
C .....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

* Not clear - see E 2-6

C 59-210

6.4 If not included in survey, how was student's language dominance determined? 6.4 I —— II ——

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 —
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1
"Establishes Baseline Attitudinal + participation levels on which to base or compare change reflecting program impact" cp. 2.13
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. + Language dominance not specified
2. + Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 1
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 1
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 —
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 1
0-not mentioned

"Establishes Baseline Attitudinal + participation levels on which to base or compare change reflecting program impact" cp. 2.13

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. 4 Language dominance not specified
2. 4 Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 5

B Total Number Bilingual: 4

Total Number of Teachers: N 9

7.1

		No.	%
I	A	___	___
I	B	....	....
II	A	....	....
II	B	....	....
II_1	A	___	___
II_1	B	___	___
A		___	___
B		___	___
N		___	

C.p. 9.1
E.p. VIII. 15

*There are also 5 teaching fellows, one of which is bilingual Frenchg who run the learning center.

E 3-4

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. 1+ Language dominance not specified
2. 1+ Mother tongue not specified (Aides are from community)
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

(inferred Fr. MT)

	A Monolingual	B Bilingual
I N-E Dom N-EMT	N=	N=
II E Dom EMT	N=	N=
II 1 E Dom N-EMT	N=	N=

N Total Number of aides or paraprofessionals: 5

A Total Number Monolingual: ____

B Total Number Bilingual: 5

C9.1 E VIII-15

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	—	—
A	0	0
B	5	100%
N	5	

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

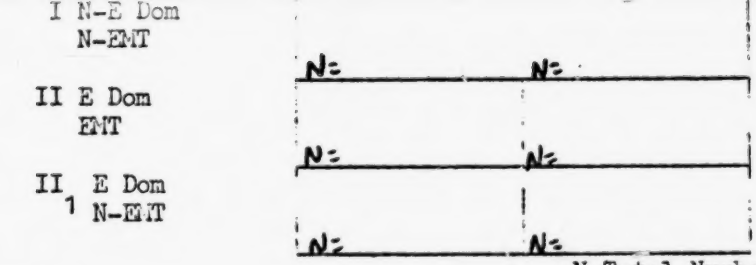
2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

CP2.3

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 0
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language



I A	—	—
I B	—	—
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	—	—
1 A	0	0
B	5	1009.
N	5	

C9.1
E VIII -15

A Total Number Monolingual: _____

B Total Number Bilingual: 5

N Total Number of aides or paraprofessionals: 5

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

CP2.3

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 D
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
			interpreters Franco-Amer.	100	%	Franco-Amer			
						C9-2			

0-not specified

7.6 Selection of N-EIT teachers from local community
0-not specified
Number of N-EIT program teachers from local community 4
and % 100 of total N-EIT teachers.

7.6 No. 4 % 100

7.7 Number and Proportion of teachers and aides of same cultural background as N-EIT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 0 B 5 100%

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given) 7.8 4 teachers (Bilingual only) no.'s 13, 7, 12

n.s.-qualifications not specified
0-previous courses not specified

1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. previous teaching through N-EIT (in country where it is a native language, in Peace Corps) native-like competence
4. previous teaching in local area/live in the community
5. courses in N-EIT language structure and usage/ linguistics or FL trainin
6. courses in N-E literature/ or literacy in Spanish
7. must be bilingual
8. any previous education through N-EIT/content of courses learned through N-EIT
9. courses in teaching ESL/audio lingual approach
10. courses in methods of teaching N-EIT language/language development
11. courses in methods of teaching content (e.g. math)in N-EIT
12. certification in ESL/or experience teaching ESL
13. 4 certification in teaching N-EIT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EIT or travel
16. other qualifications, specify

1,2,7- native or native-like competance in Eng + Fr.

E III-59

8.0 STAFF DEVELOPMENT

8.1 A 2? 4
B 6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	? + 3 only p19	
3-X as their second language		

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 4 teachers (Bilingual only) — no.'s 13, 7, 12

n.s.-qualifications not specified
0-previous courses not specified
1.___teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.___teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3.___previous teaching through N-EMT (in country where it is a native language, in Peace Corps) / native-like competence
4.___previous teaching in local area/live in the community
5.___courses in N-EMT language structure and usage/ linguistics or FL trainin
6.___courses in N-E literature/ or literacy in Spanish
7.___must be bilingual
8.___any previous education through N-EMT/content of courses learned through N-EMT
9.___courses in teaching ESL/audio lingual approach
10.___courses in methods of teaching N-EMT language/language development
11.___courses in methods of teaching content (e.g. math)in N-EMT
12.___certification in ESL/or experience teaching ESL
13. 4 certification in teaching N-EMT
14.___cross cultural courses
15.___courses in the cultural heritage, values, deep culture of N-EMT or travel
16.___other qualifications, specify

E III-59

1, 2, 7- ④ Native or Native-like competance in Eng + Fr.

8.0 STAFF DEVELOPMENT

8.1 A 2? 6
B 6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	7 + 3 only P19	
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
C.L.4 6-Methods of teaching other academic subjects in X language	6	6

8.2 Stated goals of teacher training are: 8.2 I 1,5,9,10 II 5,9,10

	Students I N-EMT	Students II EMT
E III-2,3 1-Understanding of socio-cultural values .. and practices of X	1	
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
C L.6.X 4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of students best suited to activity centered classroom	5	5
C L.1-3 6-Strategies for cognitive development of		
6.5 7-Strategies for reinforcing the self-esteem of		
III-6 8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives	9	9
10-Methods of evaluation of pupil performance objectives	10	10

List specific courses if given (or Xerox and attach)

UW. # / EPDA Course - CPL.6.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,3,4,9,10

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify) Professional conferences (meetings, trips movies) & Visits to other programs VI 1-10

C6.2 8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3,4

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical - correct objective tests
5-contributing to bicultural component
how ? _____
6-liaison with parents
+ Will learn use of peer teaching + child Developed rules cp6.10

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1 7
(mark all that apply) B 7,3

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	1	___
2-project's Master Teachers	___	___
3-project's teachers	___	3
4-other (specify) Project's Director	4	4

C6.1 E VI-1 8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	1	NS
2	1	NS
3	___	___

1-bilingual - Project Director is bilingual + Franco-Amer.
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 1

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) Month long wksp Summer 70 C6.1; wk long wksp Summer 71 E VI-1

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 ___
6 ___
7 ___
C 4 wks

Wkly meetings C6.2
1 professional conference E VI-2
various workshops - E VI

8.11 Number and Proportion of teachers attending training: trips visits. 8.11 no. 1,3 % 50-100%

or: if specified descriptively, indicate:

0-not specified
1-100%-most at staff traning
2-more than 75%
3-50-74%-University
6-most
7-many
8-few
9-other (specify)

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,3,4

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical - correct objective tests
5-contributing to bicultural component
how ? _____
6-liaison with parents
+ Will learn use of peer teaching + child Developed rules cp6.10

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1 7 B 7,3

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	1	___
2-project's Master Teachers	___	___
3-project's teachers	___	7
4-other (specify) Project's Director	4	4

C6.1 E VI-1

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	1	NS
2	1	NS
3	___	___

1-bilingual - Project Director is bilingual + Franco-Amer.
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 1 B 5 6 7 C 4 wks

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) Months long wksp Summer 70 C6.1; wk long wksp Summer 71 E VI-1

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

wkly meetings C6.2
1 professional conference E VI-2
various workshops - E VI

8.11 Number and Proportion of teachers attending training: (+trips visits.) — 8.11 1,3 50-100%

0-not specified
1-100% - most at staff traning
2-more than 75%
3-50-74% - University Traing
4-25-50%
5-1-24%

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 4,6
0-not mentioned teachers also given: Teacher Practices observation Record
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement Florida Taxanomy of Cognitive Behavior
3-to N-EMT culture Reciprocal categories System
4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
8-other (specify) Personal Beliefs Inventory + Things I Believe
C6.7 - I may only be given to 2 teachers) not clear how many teachers assessed

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1,3
10.2 1,4

10.3 Average number of pupils per class: C 13 — 10.3 23
0-not specified

10.4 Average number of aides or paraprofessionals per class: — 10.4 D
0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas: — 10.5 0
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: — 10.6 9
1-individually
2-in small groups
0-not specified
by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	1	1	1
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

E III - 2
E II - 1

11.1 I 1
II 1
II$_1$ 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? — 11.2 0

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

10.3 Average number of pupils per class: C 13 — 10.3 23
0-not specified

10.4 Average number of aides or paraprofessionals per class: — 10.4 D
0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas: — 10.5 0
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: — 10.6 9

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply) 0-not specified how long	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
1-as the alternative language of learning for as long as desired	1	1	1
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

E III - 2nd
E II - 1

11.1 I 1
II 1
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? — 11.2 0

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

1 =
2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: — 11.3 I 1 / k - 1971-2
code: C= N.A. (if no EMT) II 1 / k - 1971-2
13= 14= II_1 1 / k - 1971-2

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM				x											
II E DOM				x											
II_1 E DOM/NEMT				x											

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-E DOM	---	---	---	---	---	---	---	---
II E-DOM - EMT	---	---	---	6	---	---	---	---
II$_1$ E-DOM/NEMT	---	---	---	6	---	---	---	---

LRD 6 #1

* grade 4,5 - 1971

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 6
II 6
II$_1$ 6

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	+	---	---	---	---	---	---
II$_1$ N-EMT/E Dom	---	---	---	---	---	---	---	+	---	---	---	---	---	---

?EII-3-4

11.5 I$_2$ 6 ?
II 6 ?

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 6

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language, French per day for N-EMT students who are N-E dominant is: 0 (3-5 courses)

(Franco-Amer) (French)

code: O=not specified m=math s = science ss = social studies C.H. = Cultural heritage

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.		11.9 % of time per day of instruction through N-EMT
Pre K			FR		Pre K
K					K
1			FR	CH	1
2			FR	CH	2
3			FR	CH-SS	3
4			FR	CH-SS	4
5			FR	CH-SS	5
6					6
7			Social Studies		7
8			Science		8
9			grades (3)-5		9
10					10
11					11
12					12

(1971-2)

1969-73

1971-1973

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is: Same As above

all Franco-American children grouped together in objectives

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction	Total Min. per day of any	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction

I_1 ...6...

11.5 Second language learning for English dominant students is projected through grade: ?EII-3-4 — 11.5 I_2 6 ... 7, II 6 ... ?

	code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	(6)	7	8	9	10	11	12
II	EMT	—	—	—	—	—	—	—	+	—	—	—	—	—	—
II_1	N-EMT/E Dom	—	—	—	—	—	—	—	+	—	—	—	—	—	—

11.6 Learning in their native language for Non-English dominant students is projected through grade: — 11.6 6

O=not specified/Grade 1 2 3 4 5 (6) 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language, French per day for N-EMT students who are N-E dominant is: 0 (3-5 courses)
(Franco-Amer) (French)

code: O=not specified M=math s = science ss = social studies C.H. = Cultural heritage

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.		11.9 % of time per day of instruction through N-EMT
Pre K			FR		Pre K
1			FR	SH	1
2			FR	CH	2
3			FR	CH-SS	3
4			FR	CH-SS	4
5			FR	CH-SS	5
6					6
7			Social Studies		7
8			Science		8
9			grades (3)-5		9
10					10
11					11
12					12

(1971-2) (1969-71) (1971-1973)

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is: Same As above — (all Franco-American children grouped together in objective)

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4		See Above		4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language — 11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is: 0 (2 courses)

code: 0 = not specified N.A. = not applicable, no English MT students

2=2 way

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
1971 Prek			Math, Science + Art	Pre K
1969-72 1			French	1
2				2
3			Whnee + Heritage	3
1971-1972 4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) — 11.17 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination — 12.0 1

	Min. per day of instruction through N-ENT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-ENT
197 Pre-K			Math, Science + Art	Pre-K
1969-72 1			French	1
2				2
3				3
1971-1972 4			Whose + Heritage	4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-ENT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(mark all that apply; some projects may use a combination of methods) 12.0 1 2 6

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

12.0 Methods of Second Language Teaching

C. English as a Second Language

The general procedure will be that of the teaching of foreign language. It will be linguistically oriented and an audio-lingual approach.

Linguistically oriented. By this we mean that the language program and reading program emphasizes structural linguistics. We would accept the ten premises set in A Linguistic Approach to Beginning Reading for Bilingual Children by Ralph F. Robinet of the Dade County Public Schools, Miami, Florida. The basic idea is to teach patterns of speech and to form new linguistic habits.

Audio-Lingual Approach, as defined by Robert L. Politzer in his report Problems in Applying Foreign Language Methods to the Teaching of Standard English as a Standard Dialect, is as follows:

> "An audio-lingual approach--in the broadest general meaning of the term--implies that, especially in the initial stages of construction, all the new elements of language are learned through listening and speaking activities before the very same elements are introduced in the reading and writing process."

As far as methodology is concerned, we would use the regular FLES methods, but they would have to be adapted to the specific situation of our classes.

1. Academically Able Bilingual

He is ready to learn to read and write both languages

Linguistically oriented. By this we mean that the language program and reading program emphasizes structural linguistics. We would accept the ten premises set in A Linguistic Approach to Beginning Reading for Bilingual Children by Ralph F. Robinet of the Dade County Public Schools, Miami, Florida. The basic idea is to teach patterns of speech and to form new linguistic habits.

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As far as methodology is concerned, we would use the regular FLES methods, but they would have to be adapted to the specific situation of our classes.

1. Academically Able Bilingual

He is ready to learn to read and write both languages, provided that he does not speak two substandard dialects. In this particular case we would have to base our methodology on an individualized instruction approach. Children would be grouped by levels.

A great amount of material has been produced for the teaching of English as a second language, but most of it is

cont. on 12a

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

I Non Eng dom students		II Eng dom students	
A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills	±		NS	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	—		—	
3-a specified period of time after listening-speaking skills in dominant language taught	—		—	

13.1 IB 1
IIB (A N.S. / B 1 inferred)

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	±	1	NS	—	IA 1, 4
2-Reading is taught concurrently with listening-speaking skills	—	—	NS	—	IB 1
3-Learning to read overlaps learning of listening-speaking skills			NS		IIA
					IIB

examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
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13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom students		Eng dom students	
A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB (N.S.) B 1 inferred
1-concurrently with dominant language listening-speaking skills		±		NS	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—	
3-a specified period of time after listening-speaking skills in dominant language taught		—		—	
13.2 AIM sequence followed:					13.2 IA 1, 4 IB 1 IIA IIB
1-Listening-speaking proficiency precedes introduction of reading	±	1	NS	—	
2-Reading is taught concurrently with listening-speaking skills	—	—	NS	—	
3-Learning to read overlaps learning of listening-speaking skills	—	—	NS	—	
4-There is some overlap between learning to read and to write	±	N.S.	NS	±	
13.3 Listening-speaking proficiency determined by:					13.3 IA 1 IB 1 IIA NS IIB 1
1-measure of listening-speaking proficiency	±	±	NS	±	
2-informal assessment by teacher	—	—	NS	—	
13.4 Second language reading skills are learned:					13.4 IB 2 IIB N'S 2 inferred
1-concurrently with learning to read in dominant language	*	—		—	
2-after a specified level of dominant language reading competence achievement		±		—	See 12 a XEROX
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—	
4-before learning to read in dominant language				—	

* IA - grade 1 - reading
* IB - grade K - reading readiness

13.0

directed to Spanish-speaking students. We will, therefore, have to adapt this material to French-speaking students. The only material that is now available for French-speaking students has been developed in Canada or maybe in Maine (Madawaska Project), but the latter, as far as we know, has not been published yet.

2. Monolingual French

13.4

A strong emphasis will be put on the development of reading and writing in the native language. The child who is 6 is now ready to learn to read and write his native language, but he is not ready for English yet.

English will be introduced on a purely oral basis through listening to speech pattern as simple as possible, the class room situation providing a frame of reference for these new patterns. In no case should the children be submitted to mechanical repetition of words that do no convey for them a clear meaning. Global reading of English sentences whose meaning and concept have been assimilated and understood orally will provide the translation of reading the non-native language.

We do not know yet when written English will be introduced. It will be done according to the performances of the children in the other skills. In both cases we shall use the material that has been developed for elementary schools as far as developing the different skills is concerned. We shall attempt to

13.0

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We do not know yet when written English will be introduced. It will be done according to the performances of the children in the other skills. In both cases we shall use the material that has been developed for elementary schools as far as developing the different skills is concerned. We shall attempt to teach maths, sciences, and art in the non-native language since the introduction of new concepts could be easily done without reference to the vernacular language. Besides, these subjects require concrete objects that the child can manipulate and, therefore, identify more easily in the foreign language. (See Appendix 6 for model lesson in science)

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___ (reading readiness) NS.	___	___	13.5 IA 1
	___	K	___	___	IB K
1	1	___	___	___	IIA NS
2	___	___	___	2	IIB 2
3	___	___	___	___	
13.6 Reading readiness is determined by: 1-test of reading readiness	1	1	1	1	13.6 IA 1
2-informal teacher assessment	___	___	___	___	IB 1
					IIA 1
					IIB 1
13.7 Grade level reading is expected: 1-in first grade	1	___	NS	___	13.7 IA 1
2-in second grade	___	2	___	2	IB 1
3-in third grade	___	___	___	___	IIA 1
4-in fourth grade	___	___	___	___	IIB 1
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 1
IIB NS E II 43

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 1, 2
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
(2) Second language learning is both a separate subject and also a medium of instruction for other subjects.	+	+
3-Second language learning is always in-		

13.6 Reading readiness is determined by:

1-test of reading readiness	1	1	1	1	13.6 IA 1
2-informal teacher assessment	—	—	—	—	IB 1
					IIA 1
					IIB 1

13.7 Grade level reading is expected:

1-in first grade	1	—	NS	—	13.7 IA 1
2-in second grade	—	2	—	2	IB 1
3-in third grade	—	—	—	—	IIA 1
4-in fourth grade	—	—	—	—	IIB 1
5-in fifth grade	—	—	—	—	
6-in sixth grade	—	—	—	—	
7-other (specify)	—	—	—	—	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:

13.8 IB 1
IIB NS E III 43

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 4, 2
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		—
(2) Second language learning is both a separate subject and also a medium of instruction for other subjects.	+	+
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	—	—
(4) Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	+	—
5-Different academic content is taught in the second language from that which is taught in the native language.	—	—
0-not specified	—	—
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	+	+	N/S	+
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 2 ?
IB 2 ?
IIA N/S
IIB ? ?

6 III-IV

→ Standard Forms required in objectives
No mention of respating or correcting childs language

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	—	—	—
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

see XEROX III

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	D	D
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate + or — on line —)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	+
2-dialog memorization	—	+
3-choral repetition		

model of the standard language aiming toward child's eventual control of the standard form. — — — —

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. + + No + → (Standard forms required in objectives)

3-Other (specify) — — — —

0-Not specified — — — —

No mention of respating or correcting childs language

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply) see XEROX III
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA — IB | IIA — IIB —

2-Basal readers — — — —

3-Dialect readers — — — —

4-Experience charts (stories dictated by children) — — — —

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified
16.2 IA D IIA D

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	+
2-dialog memorization	—	+
3-choral repetition	—	—
4-songs	—	—
5-programmed instruction	—	—
6-stories read to children	—	+
AUDIO VISUAL AIDES		
7-films, filmstrips	+	—
8-flannel or magnetic boards	—	+
9-realia, graphic displays	—	+
10-records, tapes	+	—
11-listening centers	—	—
12-multi-media approach	—	—
Experiential:		
13-role playing	—	—
14-puppetry	—	—
15-experience charts	+	+
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	+	+
18-activity centers-chosen by child	—	—
19-other (specify) games (23)	—	—
Learning outside the classroom:		
20-field trips	—	—
21-suggested TV programs	—	—
22-other (specify)	—	—

23

16.4 The sources of Non-English materials and textbooks are: 16.4 1,2,3,11
(mark all that apply)
0-not specified
(1)-are written by native speakers of that language
(2)-commercially prepared and published in countries where N-E is the native language
(3)-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
(7)-are culturally appropriate for N-E culture
(specify how this is determined) - French - canadian
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
(11)-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document XEROX 15 a-e

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,5
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
(3)-mixed for some academic subject learning - mss. sci. taught in Eng to mixed class + again in FN to French students
4-mixed for non-academic learning; art, music, gym, health
(5)-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups Fr/Eng. for Franes + Amer, Fr. For Anglos X Eng for Anglos not mentioned
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 0
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size)
3-individual instruction

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
(1)-by age	1		1
(2)-by native language	2		2
3-by dominant language			
4-by language proficiency			

17.3 I 1, 2, b
II

(specify how this is determined) - French - canadian
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
(11)-are coordinated with materials used in the regular subject curriculum
12-other (specify)

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Pupils of both linguistic groups are:
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2-mixed for language learning
(3)-mixed for some academic subject learning - miss. sci. taught in ENG to mixed class + again in FN to French students
4-mixed for non-academic learning; art, music, gym, health
(5)-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups Fr/ENG. for Franes + Amer, Fr, For Anglos XENG for Anglos not mentioned
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

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(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ _____
2-small groups (specify size) _____ _____
3-individual instruction _____ _____

17.3 Criteria for grouping:

0-not specified	I Non Eng dom	Students II Eng dom EMT	II$_1$ Eng dom NEMT
(1)-by age	1	___	1
(2)-by native language	2	___	2
3-by dominant language	___	___	___
4-by language proficiency (ex. level of reading skill)	___	___	___
n.a. not applicable (no E.dom/NEMT)	___	___	___

17.3 I 4, 2, 6
II _____
III 1, 2, 6

* Also (L) NE+EMT students 1 by suitibility for Activity centered class (Ability levels)

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 4, 1
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
(4)-done by peers (same age)
(5)-other (specify) 1-for teaching of French E. VI - 19

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2, 3, 4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
(2)-in the acquisition of native language skills
(3)-in the acquisition of second language skills
(4)-in other academic subjects

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III-51

List of Instructional Materials 1971-72

Grade Level	Purpose of Material	Title of Material	Lang.	Pub.	Yr.	Author	Media
1-3	Fr. for "Anglos"	En Avant	Fr.	Nuffield	1968	Spicer Grant et al.	Teachers' test visuals, sound tapes
1-2	" "	Laguna Fr. Lang. Series	Fr.	Kenworthy Ed. System	'68		Teachers' test Records-filmstrips Stu. records.
1-2	Fr. for "Francos"	Le Plaisir d'apprendre	Fr.	W.J.Gage Ltee.	'62	Bussiers	Textbooks
1-2	" "	Méthode Boscher ou La Journée des tout petits	Fr.	Loudéac	'59	Boscher Chapron	Textbooks
1-2	" "	Je Veux Lire (Méthode de lecture Spontanée)	Fr. Fr. Canadian	Editions Pédagogia	'67	Bussiers	Texts and Workbooks
1-	" "	Méthode "Sablier"	Fr.	Le Sablier	'68	Préfontaine	Textbooks-records Workbooks-picture cards, etc.
3	" "	Poesies Illustrées	Fr.	Editions Studia	'68		Cards/Poems
3	" "	Heureux Départ 1er livret	Fr.	Centre Educatif et Cultural	'66	Jughon & Milhot	Textbooks and Workbooks

16.5 Materials

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List of Instructional Materials 1971-72

Grade Level	Purpose of Material	Title of Material	Lang.	Pub.	Yr.	Author	Media
K-5	French for Francos Vocab. Math	Les Jeux de Fernand Nathan	Fr.	F. Nathan			Various games & visuals
1-3	French for Francos Math	Ensembles-Nombres Symboles Numériques	Fr.	Centre de Psychologie et de Pedagogie	67	Ouellette	Workbooks
1-2	ESL for Speakers of French	Conversation Anglaise à l'aide de l'image	Fr.	" "	67	Filteau & Villeneuve	
K-1	ESL	FLICS-ESOL-SESD Guide	Eng.	ACTFL	69	McClafferty	
K-3	ESL	Oral-English; Learning A 2nd Language	Eng.	Economy Press	68	Thomas & Allen	Teachers Guide Workbooks Picture Cards
1-8	ESL	Pronunciation Exercises in English	Eng.	Regents	47	Clarey & Dixson	
K-4	English Language Arts	Sights & Sounds	Eng.	Random House	68	O'Neil	Books, Cassette Tapes
1-5	" "	Selections for developing Eng. Lang. skills	Eng.	Regents	66	Finochiarro & Lorenda	

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16.5 Materials

Grade Level	Purpose of Material	Title of Material	Lang.	Pub.	Yr.	Author	Media
1-2	Eng. Lang. Arts for Biling.	Eng. Step-by-Step with Pict.	Eng.	Regents	56	Boggs & Dixson	
2	Eng. Lang. Arts	Dimensions 99	Eng.	New Dimensions in Education	68		Puppets Manual-logs filmstrips records
1-2	Eng. Lang. Arts	Specific Skills Series	Eng.	Barnell,Loft Ltd.	68		Workbooks
K-5	Lang. Arts in Eng. & Fr.	Lang. Devel. Film Series	Eng.	" "	63		" "
1-2	Both Eng. & Fr. Lang. Arts	Peabody Lang. Kit	Eng.	American Guidance	65	Dunn & Smith	Visuals Puppets Tchrs. Gde. Intercom
1-2	Eng.Oral & Written Skills for Bilinguals	The Magic of English Workbook	Eng.	Harper & Row		Vinson	Workbooks Tchrs guide
1-2	Eng. Phonics	Alpha One	Eng.	New Dimensions	69	Reiss & Friedman	Workbooks filmstrips records etc.
3	Eng. Reading	Readers Digest (Students)	Eng.	Readers Digest			Student books
1-2	Eng. Reading	Systems 80	Eng.	Borg/ Warner			Teaching machine records
1-3	Eng. Reading	Audio/Flash-cards-Reader	Eng.	Electronic Futures Inc.			Flashcards special cards machine

16.5 Materials

Grade Level	Purpose of Material	Title of Material	Lang.	Pub.	Yr.	Author	Media
1	Eng. Reading	"Read" Series	Eng.	American Book	68	McKee et al	Textbooks Workbooks
2	" "	Reaching Up	"	Scholastic Magazine			Logbooks reading bks. records etc.
1	" "	Initial Teaching Alphabet	"	I.T.A Pub.	63	Mazurkiwicz Tanzzar	workbooks basic rdrs.
2-3	" "	The New Basic Readers	"	Scott-Foresman	65	Robinson et al	textbooks workbooks
1-2	" " for Biling.	Miami Linguistic Readers	"	D.C. Heath			textbooks workbooks tchrs. guideetc
3	" "	Peanut Butter Boy	"	" "	70	Swinburne	records and books
2	Eng. Reading writing-spell.	Writing Road to Reading	"	Whiteside	62	Spalding	phonogram cards tchrs. manual spelling words
1	Eng. Reading for bilin-monoling.	Individualized Reading Institute for slow learners	"	Economy Press			cassette tapes workbooks tests
1	Eng. Reading for biling-monoling.	Durrell-Murphy Phonics Practice Program	"	Harcourt & Brace			programmed teaching device
1-2	English Lang. Arts Math-Soc. Studies	Wollensak Teaching Tapes-Lang. Arts Math-Soc. Studies (Cassette tapes)	"	H. B. Educational	70		Cassette tapes worksheets

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16.5 Materials

SS-III

LIST OF INSTRUCTIONAL MATERIALS 1971-72

Grade Level	Purpose of Material	Title of Material	Lang.	Pub.	Author	Media
2	Eng. Social Behavior	Tales of The Wise Old Owl	Eng	Cathedral		records filmstrips tchrs. guide
1-3	English-Math	Elementary School Mathematics	"	Addison Wesley	Eicholz	textbooks
1-3	English-Math	Cuisinaire Rods	"	Cuisinaire Company of America	Gattango	individual boxes of rods teachers manual

18.3 Parent tutoring: (mark all that apply) 18.3 NO

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 3,4,5,6

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
(6)-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

p.27 see xerox open classroom first may become a model 16 b-F

'69 notes 70% of walls removed "open concept" flexible movable dividers can be used.
p.26-27
"length of the class depends on the needs of that child and the course."

3 20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,5,6
0-method not mentioned
(1)-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
(2)-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
E 4-labeling and grouping actual objects to learn classification;

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 3,4,5,6

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
(6)-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

p. 27 see xerox open classroom first may become a model 16 b-F

'69 notes 70% of walls removed "open concept" flexible movable dividers can be used.
p. 26-27
3 "length of the class depends on the needs of that child and the course."

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,5,6

0-method not mentioned
(1)-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
(2)-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
E III 49 — 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
E III .43 — (5)-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
(6)-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

see xerox 16 g-j

20.2 Cognitive development in later grades (grade 4 and above) 20.2 0
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

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Their classes will be directed toward the greater interest of the child and all the activities will contribute to the full development of the child's potential.

They will not impose on the children a rigid structure, but rather let the children act and dramatize, respecting their own individuality. Small groups engaged in different activities will provide the child enough variety to feel at ease and, consequently, put him in an ideal situation to express himself in the language that seems to him most appropriate to his present situation.

Teachers will be expected to test the material they are using and to modify it according to the feedback in co-operation with the project director.

Teachers will be made more and more aware through in-service training of the culture of their students. Sessions in sensitivity training, that will be planned during the pre-school period, will give them an insight of the reactions of a child to his environment.

Teachers will keep in close contact with the bilingual community. Here again, parents functioning as teacher aids can help the teacher.

Curriculum Patterns and Learning Strategies

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pg16b

Because the desire of the administration and faculty of the Mascenic School is to make learning relevant by assessing the needs of the individual child, the district has reorganized the elementary school. In the reorganization, the "feeder" school will begin implementing approaches similar to those attempted at the Mascenic School. The Greenville Schools have been designated as the target area for the implementation of innovative practices in the elementary area.

One school was chosen in the district in order to easily facilitate change within the entire district. Those teachers desiring to innovate their teaching will be transferred to the schools in Greenville. As a result, the bilingual program and the open approach to learning should complement one another.

Below is a description of the Mascenic School which should give a perspective to the reader in order to understand the "openness" projected for the target school:

> The Mascenic School encompasses grades five through twelve. These grades are housed within an "open concept" building containing 65,000 square feet. Within this amount of space, seventy per cent of the interior walls have been removed.
>
> Because of the removal of the interior walls, the building is quite flexible. Movable dividers allow instructors to adjust class size for either small group or large group instruction. This adjustment is easily accomplished by pushing the dividers and chalkboards to the desired location for an appropriate class size.
>
> Often the learning areas are open. That is, classes are in progress with few dividers dividing any area. With the loss of visible and physical dividers,

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19.0

students and faculty become more alert to the needs of each other.

Even though the building is quite innovative, a traditional program could function within such a structure. The program which has been adopted by the administration and faculty of the Mascenic School is one which allows for a great deal of flexibility and innovation. The program evolved out of a workshop with the faculty.

Out of this workshop evolved the following schedule: The entire year is broken into four quarters each containing nine weeks. The quarter is divided into three, three-week periods. Each three-week period has three classes of two hours each (8:30-10:30; 10:30-12:30; 12:30-2:30); six classes of one hour; or twelve classes of thirty minutes. The length of the class depends upon the needs of that child and the course. Normally, however, most classes meet for two hours every day for three weeks. At the end of the three week period, these courses are dropped and the second block of three weeks begins. This continues through the nine-week quarter. When the child does not have a class, he has unstructured time.

Flexible Scheduling

With the above schedule, the Mascenic School is able to provide a number of alternatives which would not otherwise be available. However, with a schedule, not always are the needs of the individual children met at the time when they should be met. As a result, the faculty and administration are continually evaluating and planning for the next year, so that all needs of all the children might be met.

In the tentative plan several changes are already planned. First to better meet the need of the children and to utilize staff more efficiently, the middle school will be organized around two teams of four teacher specialists (English, social studies, science, and mathematics). Aiding each team will be two teacher

19.0

assistants as well as a clerk.

Hopefully, the team situation will allow more flexibility as well as integration of the subject matter areas. To make the integration more "relevant," the student will also have the option of industrial arts, music, art, homemaking and physical education.

The possible changes for the high school are now under consideration by the students, faculty, and administration. By a careful sorting process, I am sure those functions of the school which are beneficial will be kept and those which we can improve will be improved.

Wilton, NH #228

It would seem evident that Maccenic has the experience and the expertise to continue such development on a national consortium level specifically for French.

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19.0 D. The EPDA Learning Center

An activity centered classroom has been implemented in conjunction with the University of New Hampshire's E.P.D.A., Experienced Teacher Fellowship program on Early Childhood Education. The center is staffed by five teachers who are responsible for 18 students. The team is subdivided into two subteams. The teams perform three major types of activities:

1. Classroom responsibility at Sacred Heart School.
2. Learning experience at U.N.H.
3. Peripheral responsibility at Sacred Heart School.

Week	Team A	Team B
1	Classroom	U.N.H.
2	Classroom	Peripheral
3	U.N.H.	Classroom
4	Peripheral	Classroom

During the peripheral week the team carries out assignments received at the University, studies, and prepares and develops materials and programs for the classroom. Time is also provided for consultation between the two teams, individual help for students testing and other activities.

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1. Process and Product Evaluation Program Strengths:

19.0

The classroom is extremely well managed. Children are extremely well motivated, are alert and responsive demonstrate concern for their fellow students, are basically self disciplined and aware and responsive to the rules of good behavior.

There is a purposeful pacing of learning modified to meet each individual student's needs. A multi-media approach to learning is used with a wide variety of teaching approaches provided including auditory, kinaesthetic, visual and tactual. Children are allowed to use a variety of methods to demonstrate their mastery including writing, explaining, drawing, and discussing. The material available for instruction, both in French and English, are adequate and include testbooks, films, charts, records, tapes, resource people, worksheets, games and manipulative devices.

A variety of self-evaluation processes are used by the students although this component is in need of strengthening.

The classroom environment encourages and supports conscious decision making by helping the student identify alternative goals, helping the student recognize alternative means of achieving the goals and by helping the student recognize the consequences of possible alternatives that he takes. Students are encouraged to make decisions concerning materials to be used, in the approach to learning to be used, in the determination of the order that material is to be used, in the ways they can demonstrate that the learning is understood and in the group he is to join for a specific purpose.

A variety of learning groups are set up depending upon the skill to be learned. These groups are formed around the goals and objectives of the program around the learning needs of individuals, for the purpose of having ideas compared, contrasted, analyzed or explained. The grouping is extremely flexible in size, composition and purpose.

20.0 Cognitive Development

16g

APPENDIX VI

Mono & Bilingual Team of teachers

Sample Lesson

Science for the elementary school.

Based on experience and observation. In grades 1 and 2, there will be more observation, manipulation of objects, and intuition. Procedures will be geared to the level of the students. Children of this age reason with their hands, are practical, and will be initiated in the enriching practical experiences as they explore their environment.

There will be time for observation, questions, searching in books and in class activities to prove what has been discovered through teaching techniques.

As with scientists, children will observe and analyze in their own manner. Teachers, however, will establish a time-schedule, create a stimulating atmosphere, let children formulate their own questions, will encourage individual or small group work until satisfying answers have been arrived at by the students. Teachers will be guides rather than lecturers.

Previews of the following day's activities will be mentioned before the next lesson.

The Animals.

Objectives: For first and second grade students

1. To familiarize students with animal life around

a pond - their natural habitat.

2. To utilize the exploration and the discovery methods to permit student observation of animal life through films - and make them aware of their particular characteristics and ways of behaving. Use of French and English throughout the lesson.

Film - To be rented through Audio-Visual Center, University of New Hampshire, ANIMALS IN THIER NATURAL HABITAT.

A) STUDY OF THE DUCK : The flatness of the body, the oil which covers the feathers, the webbed feet, the long, flat bill.

B) STUDY OF THE FROG : Examination of webbed feet, wet skin, protruding eyes, and sticky tongue.

C) STUDY OF THE TURTLE: Steering attention to the shell, hidden ears. Scenes of the turtle's motion on land and in the water.

The teacher will prepare students less intellectually than emotionally in order to motivate them through an active interest factor. She will tell them, e.g., that they will see interesting animals, asking them to guess which animals will be observed, and then write at the blackboard the names of animals students have guessed correctly.

Viewing of the Film.

After the Program: Review the list of animals at the board to identify the students who had guessed correctly their names. Let students speak among themselves on the progra. they have viewed. Liberal expression will be encouraged.

Speak with the group concerning adaptation of animals to their natural habitat. A typical teacher question might be: "Why do the animals we have seen like to live near a pond?"

The children will have heard new vocabulary words or expressions which they will need to use in discussion:

- to be an inhabitant of a water environment.
- the fur, the feathers, the smooth skin, the shell.
- to have a flat body
- waterproof feathers
- webbed feet
- the duck's flexible neck
- awkward gait of the duck on land.
- gracious on water
- domestic and wild
- membranes of the webbed feet
- rough skin
- hibernation
- nests - egg-laying

For those students unable to express themselves orally, there will be other means of doing so in dances, mimes, songs,etc.

Supplementary Activities.

Linguistically, vocabulary acquisition is an objective of this lesson as well. This may take place the following day, after children have expressed themselves and acquired a scientific concept.

Following day:

Exercise:

The dog says: "I'm a land animal".

What does the duck say?

And the horse?

Does the cat have feathers? Or fur?

And the dog?

And the parrot?

Etc.

The teacher says to the class: "I'm a frog. When I see an enemy, I go hide in the water".

To a student- "And you, my friend the turtle, what do you do when you see an enemy?"

The student answers: "I hide myself in my shell."

This question may then be replaced by others like "When I'm hungry---; "When winter comes--- ;"When I want to get somewhere in a hurry---.

21.0 SELF-ESTEEM

21.0 11, 10, 12, 20

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page # F III - 39
20 Madeline Hunter & Lloyd Homme program I -4.20 - See xerox 17a-17c
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as: See also
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum p. 2-135 see xerox 16 f
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 I

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no. I p12-18
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

See xerox 16 b-f

23.0 BICULTURAL COMPONENT

their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
(9)-other (specify) (xerox or summarize) document page # F III-39 I-4.20 - Dec xerox 17a-17c
20 Madeline Hunter & Lloyd Homme Program See also

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
(10)-pupils act as tutors for other pupils
(11)-puils have some options in choice of curriculum p. 2-135 see xerox 16 f
(12)-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 I

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no. I p12-18
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

See xerox 16 b-f

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2,4,6
1-bilingual alone
(2)-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
(4)-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
(6)-language and cultural content are integrated
7-other (specify)

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B. Instruction

Development of a Positive Self-Image

21.0 Self-Esteem

For too long the Franco-Americans have been ashamed of their cultural and linguistic differences. Speaking French was not permitted in some schools, but it is the language of the homes. Most parents feel uncomfortable when speaking English; consequently they adopt a clannish attitude and have a tendency to cut themselves off from the Anglo community.

In the classroom children should mix as much as possible, but it seems difficult to make an issue out of it. It is best if the children join a group where they are happy and can express themselves. Consequently, the greatest freedom must be granted to the children, when asked to participate in class activities. The old pattern of tables and benches in rows is not appropriate to this type of classroom. Music, art, and physical education classes are very practical for this type of mixing; so are games. This is probably the best opportunity that children will have to teach one another. The acceptance of both languages as vehicles of expression by the teacher and the manipulation of concrete objects whose name is given in two languages helps create a climate of confidence necessary to the development of the children's personality.*

*Blossom, Grace and Webb, Mary, The Teaching of English as a Second Language.

Self-Esteem

21.0 "Language development accompanies the general all-around development of the child. If the child is happy in school and is enjoying many pleasurable experiences, he grows. If he is unhappy and repressed, his intellectual growth is retarded. It would seem that the challenge would lie in a classroom environment sufficiently stimulating to expand the child's vocabulary and to stretch his language powers to furnish positive help in the use of the language and listening, in direct relationship to all experiences of the school day. Too often home language is that of impoverishment."*

This confidence will help the child to feel freer to express himself in the native tongue in a cross cultural group. Spontaneous expression will be encouraged to a maximum, and the child will never be laughed at because of his language. A constant passage from one language to another on the part of the teacher will allow children to expand their vocabulary and their sentence patterns and, therefore, enable them to feel more at ease and to be able to choose between two possibilities to express themselves. Dramatization will be a means of developing the child's poise and confidence in his native language.

Pg 17C

RUCTION | CULTURE AND HERITAGE (Self Concept) | 1ST, 2ND, 3RD GRADES 40 STUDENTS

23.0

1 PERFORMANCE OBJECTIVE:

All children taught in their native tongue will maintain or increase their self-image or self-regard as measured by a standard measure and a teacher rating scale.

EVALUATION:

All first grade students will be rated on the Coopersmith Behavior Rating Form in September of 1970 and May of 1971. All students in grades one, two, and three will be given the Coopersmith Self-Esteem Inventory in September and May. The items will be analyzed by the project director.

PROCESS:

The project director will provide inservice training for teachers concerning the reinforcement motivational work of Madeline Hunter of U.C.L.A. and Lloyd Homme of New Mexico. Teachers will provide reinforcement for children toward positive self image.

.2 PERFORMANCE OBJECTIVE:

The bilingual child will value his natural heritage as expressed in a positive desire to learn more about his cultural heritage by reading more French books, viewing filmstrips, and other audio-visual materials from the resource center.

EVALUATION:

The teachers will keep a checklist of material signed out. This checklist will be analyzed by the evaluator and reported to the

project director.

PROCESS:

The classroom teacher will utilize behavior modification techniques developed by Homme to increase the child's valuing of his natural heritage.

5.3 PERFORMANCE OBJECTIVE:

The children taught in their native tongue will maintain or increase in positive attitudes toward school as measured by a parent survey questionnaire and by teacher's anecdotal records.

EVALUATION:

A. A parent survey questionnaire, prepared by the evaluator, will be sent to the parents of all children in grades one through three in September, 1971. The questionnaire will provide baseline data and will be analyzed by comparing bilingual and monolingual children. The project director will send the questionnaire by mail. The evaluator will analyze the results and report to the project director.

B. The teachers will keep anecdotal records to be reported to the director and the evaluator.

PROCESS:

The classroom teacher will utilize behavior modification techniques developed by Homme to increase the positive attitudes of children.

23.2 Cross-cultural awareness: 23.2 1
If project mentions specific values or modes of behavior of N-ENT culture, please summarize below: (or attach xerox)
found in document 1, page # 12
0-not mentioned
see xerox 17a

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1
0-none mentioned
E III -38" All children will demostrate an encreased awareness of the Franco-Amer. culture + community".

23.4 In the bicultural compenent knowledge of the N-ENT culture involves (mark all that apply) 23.4 4,6
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
(4) Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
(6) Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples) French Canadian + American
7-A third culture different from NENT or ENT
8-Other (specify)

23.5 American culture is defined: 23.5 N.S.
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
(3) other(indicate document and page number for xerox) or elaborate in your own words
NS-As Contrasted with Franco-American / French Canadian
E III -37

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1
0-group not specified
(1) project children - resource center has Fr. book
2-adults of the project community E III 39
3-teachers
no-bilingual library not mentioned

Resource center C 4.30 E III .39

24.2 An ethnic studies library is provided for: 24.2 1
0-group not specified
(1) project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

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23.4

3. Development of Attitude

Introduction of French Canadian material. We must keep in mind that the native culture of these children is French Canadian, and not French. The Canadian Research Center in Ontario has developed some material on Canadian history and culture for the first grades of the elementary schools.

Parallel to this, we will introduce American history. The approach will be based on similarities rather than on differences. An extensive use of charts, maps and pictures will be required in this presentation.

The final step will be to introduce by means of stories, comparisons, examples taken in the local area, the contribution of the native culture to the culture of the U. S.

Field trips within the state will be organized to broaden the outlook of the children and make them aware of different aspects of thier own culture with which they are not familiar.

D. Staff

We will expect our teachers to be flexible and willing to experiment and innovate in the classroom.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 3,6,7,9,11,13

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2 · monolingual newsletter
(3) ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
(6)-formal meetings
(7)-informal meetings open to entire community
8-meetings conducted in both languages
(9)-home visits
(10)-other (specify) Audio-visual presentations, Demonstrations, workshops -13
(11)-project director personally involved in program dissemination. specify how

Develops Dissemination program : see xerox 19a -

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2,8,12,19,14

0-type not specified
no-not sought
1-existing community groups working with program
(2)-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
(7)-other (specify) school 12 visits - P/T 19 conferences - telephones 14 calls + inviting
(8)-project director personally seeks involvement of community in program. specify how
by meeting with advisory committee + personally contacting parents
supervises construction of questionnaire

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,3

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
(2)-community representatives to the school
(3)-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify) Audio-visual presentations, Demonstrations, workshops -13
11-project director personally involved in program dissemination. specify how

Develops Dissemination program : see xerox 19a -

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2, 8, 12, 19, 14

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify) school visits 12 - P/T conferences 19 - telephones calls 14 + inviting
8-project director personally seeks involvement of community in program. specify how
by meeting with advisory committee + personally contacting parents
supervises construction of questionnaire

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,3

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

(24.3)

XII. Dissemination

New Hampshire has a number of centers with high concentrations of Franco-Americans. In Manchester, the largest city in the state, nearly sixty per cent, or approximately 50,000 are Franco-Americans.

The parochial schools have made valiant efforts to preserve the French language, but they have felt the pressures of high costs and many are closing their doors.

Such is the case in the town of Greenville, New Hampshire. In June of 1968, 161 children transferred from the parochial to the public school. These children were receiving ½ day of instruction in French--grades 1-8. In this town alone, over 90% of the population is Franco-American. They understand and speak the French language. Taking the total population of the three towns, the figure breaks down to some 42%. Canadian families which have recently immigrated to the Mascenic Area now number 25 with continued recruitments expected by the textile industry.

New Hampshire has its share of ethnic groups, who come under the category of bilinguals. In the June 13, 1965 issue of the Boston Globe, Mr. Leonard Lerner, Canadian Affairs editor, quotes the latest U. S. Census Bureau figures to stress the large number of Franco-Americans in New England.

The total number of Franco-Americans now residing in New Hampshire is 105,653. These persons were born in Canada or have at least one parent born in Canada. There are also third and fourth generation Franco-Americans who have kept their language. The number of Franco-Americans in the U. S. is estimated at five million, according to census figures--this identifies the need for dissemination.

The Mascenic Area, with its high concentration of population with French background, has made the commitment to institute a truly bilingual program--grades 1-12, and to work in conjunction with other agencies such as O.E.O., PROJECT HEADSTART, the Adult Basic Education Program, Title I Project, and Model Cities Project. A commitment on the part of Administrators and the School Board has been made. The Manchester, New Hampshire Model Cities Project is also presently working to develop a demonstration center to service the large numbers of recent immigrants from Canada, Uruguay, Mexico, Cuba, Puerto Rico and Greece. Many industries in the Manchester and Nashua Area are recruiting personnel across national borders. Children of these families are attending public schools in these cities. Identified have been some 600 school-age children in these two locations who have difficulty in English communicative skills.

A. Objectives

1. To develop a cadre of educational leaders in New Hampshire who are aware of, and skillful in, the use of the concepts of the process of change.

2. To develop other sources of funding for sections of this project. This would include PL-89-10, Title III, local funds, PL-89-10, Title I, OEO, foundations, Consortium of New Hampshire Universities and Colleges, and other sources of funds.

3. To develop a communication system to the community.

4. To develop a communication system from Mascenic to other schools.

5. To develop community understanding of the project by using volunteers.

c. Professionals within the system, to arouse interest of the middle adopters.

d. Research reports on the evaluation program for the innovator.

e. Observation of the bilingual program and testimony of teachers to provide evaluation for the early adopters.

Rubin, Brickell[4], Wood, and others point to the need for designing dissemination (planning) to encompass the various levels concerned with the change. Rubin specifically called in his Washington speech for a dissemination program which sought out:

a. Innovative teachers in the system.

b. Powerful people within the community.

c. The vested interest group.

2. Phase 2 -- Diffusion to the other schools.

Kurt Lewin in his model for change[5] proposes that change is a threefold process involving unfreezing the system, moving the system, and refreezing the system. Unfreezing consists of creating dissatisfaction with the present movement brought about by inducement or reward and refreezing consists of institutionalizing the change. This model will provide the framework for discussing this project.

a. Unfreezing:

The unfreezing of the systems is based on the strategy suggested by Morphet[6]:

1. Finding multiple points of entry
2. Identification of specific entry point
3. Establishment of a temporary system

The multiple entry points which suggest themselves are to aim our diffusion at the student, the teacher-guidance counselor, the administrator , or the community. The choice of a target will be dictated in part by the communicator available; if a student is available who has participated in the project, communication will be aimed at students, if teachers have had an involvement we will use them to communicate to other teachers, etc.

As we attempt to choose targets, we will follow some basic principles as developed by Miles and Rogers. From Miles[7] the following principles will be utilized:

1. The strategy selected must provide low threat.

2. Awareness of the social groups to which the target clients attitudes are anchored. Draw the change agents from these groups.

3. Alter your communication strategy to fit the particular group. At times we may use speakers from an important reference group, open-ended discussions, films, observation of the project in operation, etc.

Rogers[8] suggests that change agents should concentrate their efforts upon opinion leaders in the early stages of diffusion. It is important to know what kinds of communication would be effective with this group. Again Rogers[9] provides a valuable guideline in his description of the value system and communication system of the innovator: high risk, reference to an external peer group, and utilizes mass media as a source of information.

b. Movement Stage

Phase 1 - Use of a temporary structure - (model project)

An advantage of the use of temporary structures is that it allows the new organization to remove itself from the constraints placed on a complex organization by the dynamics of the conflicts arising out of the need to meet all four functional imperatives of an organization simultaneously. The temporary structure can emphasize goal attainment and adaptation, virtually ignoring pattern maintenance and integration.[10]

In the early stage it is important that volunteers participate. This is easier in a temporary structure, or a school within a school. This design results in a considerable lowering of resistance to a new concept since those who object may remove themselves from all threat arising from the project.

3. Phase 3 -- Transfer to local schools

The next step in the project is critical, getting the schools to take steps to transfer the activities from the temporary system into their own system. Paul Buchanan's

concepts prove helpful. He postulates some basic concepts for organizational development[11]:

1. Relationships among people and among roles are links which join individuals together as functioning teams.

2. The effectiveness of improvement efforts is enhanced when they take place among the following conditions: The efforts are planned (a) by the members themselves, (b) in response to needs which they identify from analysis of their organizations, (c) under conditions of mutual trust and respect. and (d) where feedback concerning the effectiveness of their efforts is available.

The project design will build upon these postulates of Buchanan. The basic strategy also draws heavily upon the work of Chin[12] who identifies three strategies for change:

1. Empirical-Rational strategies in which the approach is based on reason and utilitarianism. Because the change is reasonable and has obvious utility, it is adopted. This approach is in this project to induce the community to enroll students in a low risk project.

2. Power-Coercive strategies based on power in some form with compliance as the fundamental outcome. Power in the form of resources, additional training opportunities, prestige, etc., will be utilized in this project.

3. Normative-Re-educative strategies are direct interventions based on a consciously worked out theory of change applied to individual behavior in small groups. During this process emphasis will be placed upon opening the channels of communication, upon the creation of shared perspectives and perceptions leading to the establishment of a new peer group. Beal[13] points out that in the normative-re-educative process the leader must select techniques based on the needs of the group and on the ends desired. The internal and external dynamics of the group must be considered such as the interests of the group members, their drives, skill, inhibitions, blocks and frustrations. Beal further points out that the dynamics of the group must also be considered when techniques are determined. Factors such as

group size, standards, controls, identity, etc. These factors will be considered when the activities in Phase 2 are developed. The observation group and its activities, the composition and size of the action discussion groups are examples of situations in which this knowledge will be applied. Beal suggests that the consideration of individual and small group factors are not enough[14]-- that forces acting on the group from outside may well effect the options open. These will be identified and considered.

C. Institutionalizing the Change

Part 1 - School within school

The basic strategy for institutionalizing many of the changes will be the development of schools within a school. This design is based upon the implications of Carlson's typology of service organizations[15]. Carlson's work suggests that a local, conservative community is more likely to allow a new program into a school if each individual family, child, teacher and administrator could exercise control over his participation. A voluntary innovative program operating within a traditional school provides an opportunity to satisfy the resistance which results from ignoring Carlson's work.

Part 2 - Full Adoption

The final stage - full adoption will be difficult. Strategies based on normative-re-educative tecniques such as sensitivity training*, creative problem solving, etc., will have to be developed. Careful consideration will have to be given to identifying techniques for handling resistance to the project from both the professional staff and the community of the target schools.

*Maine Pace Project

Cooperation efforts have been formulated with the St. John Valley Project - Title III, where a consultant concentrated his efforts in this area.

FOOTNOTES

1. Beal, George, and Bohlen, "The Diffusion Process" in MODELS FOR EDUCATIONAL CHANGE, Southwest Educational Laboratory, 1968, p. 82.

2. Rogers, Everett, THE DIFFUSION PROCESS, The Free Press of Glencoe, 1962.

3. Rubin, Louis, Unpublished speech delivered at the President's National Advisory Council Conference on Innovation, September 30 - October 2, 1968. Washington, D. C.

4. Brickell, Henry, ORGANIZING NEW YORK STATE FOR EDUCATIONAL CHANGE, Albany, New York. 1961.

5. Bhola, Harban Singh, INNOVATION RESEARCH AND THEORY, Columbus, Ohio, 1965, p. 67.

6. Morphet, DESIGNING EDUCATION -- PLANNING CHANGE, p. 29.

7. Miles, Matthew, LEARNING TO WORK IN GROUPS, New York, 1965, p. 182.

8. Rogers, DIFFUSION, p. 282.

9. Rogers, DIFFUSION OF INNOVATION, p. 19.

10. Brickell, Henry, ORGANIZING NEW YORK STATE FOR EDUCATIONAL CHANGE, Albany, New York, 1961, p. 33.

11. Buchanan, Paul, "The Concept of Organization Development, or Self-Renewal as a Form of Planned Change", in Goodwin Watson, CONCEPTS OF SOCIAL CHANGE, National Training Laboratories, Washington, D. C., 1967, pp. 4-7.

12. Chin, Robert, in Watson, PLANNING CHANGE IN EDUCATION, pp. 43-63.

13. Beal, George, LEADERSHIP AND DYNAMIC GROUP ACTION, Ames, Iowa, 1962, pp. 149-150.

14. Beal, LEADERSHIP, p. 42.

15. Carlson, Richard O., "Environmental Constraints and Organizational Consequences: The Public School and Its Clients", in BEHAVIORAL SCIENCE AND EDUCATIONAL ADMINISTRATION, edited by Daniel Griffiths, the 63rd Yearbook, Part II, of the National Society for the Study of Education, Chicago: The University of Chicago Press, 1964, p. 265.

25.2 Project's impact: 25.2 0
1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0
0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 2, 5
0-not mentioned
no-never
1-once or twice during the year
(2)-more than twice - C p2.53
3-regularly
(4)-other (specify) observation of open classroom + general observation mentioned E 2-131-2 E 2-135

26.3 Evaluator has met with teachers: 26.3 1, 4
0-not mentioned
no-never
(1)-once or twice during year - C p2.53
2-more than twice
3-regularly
(4)-other (specify) evaluation met + /or interviewed each teachr

27.0 EVALUATION PROCEDURE E 2-113 2-116

27.1 0-not specified 27.1 1
(1)-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1
(1)-Pre-tests have been given to project group or sample
2- " will be " " C 2.223
3-Post-tests have been given to project group or sample
4- " will be " " E 2-11-2 -20
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

see Research Bibliography xerox 20 b-e

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INSTRUCTION
270

CULTURE AND HERITAGE
(Self Concept)

1ST, 2ND, 3RD GRADE
40 STUDENTS

5.4 PERFORMANCE OBJECTIVE:

The students taught in their native tongue will develop social skills as demonstrated by assuming personal responsibility. They will learn self control. They will learn to participate in, and be accepted by, the peer group. A teacher-made sociogram will be used for evaluation.

EVALUATION:

A teacher-made sociogram will be made for the three first grade classes in September, January, March and May, and the results will be analyzed and reported to the evaluator.

PROCESS:

The classroom teacher will provide activity centered periods which will provide a vehicle for children to practice self control and participation.

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